

Grade 1 Reading Language Arts/SS Integrated Standards-Based Rubric

Student:	Teacher:

Possible Evidence of Indicators

Observations:

- Whole Group Instruction
- Guided Reading Instruction
- Work Stations
- Independent Work
- Anecdotal Data

Conversations:

- Whole Group
 Instruction
- Guided Reading
 Instruction
- Guided Reading Conferences
- Work Stations
- Independent Work
- Diagnostic Interviews

Products:

- Independent Work Aligned to the TEKS
- Formative Assessment Data
- District-Created
 Sample Assessment
 Items
- Team Created Common Formative Assessments

- District Created
 Formative Assessments
- Work Station Tasks
- Performance Tasks
- Graphic Organizers
- Foldables
- Portfolios
- Self-Assessment Tasks

1st Nine Weeks				
3 - Masters Standard		 Meets requirements for 	plies knowledge and understanding or or grade-level work rately and independently	of learned concepts and skills
2 - Meets Standard		 Beginning to meet req 	knowledge and understanding of cor juirements for grade-level work instruction, assistance and/or practice	·
1 - Approaching Standard		 Seldom meets require 	I knowledge and understanding of coments for grade-level work amount of time, instruction, assistan	·
0 - Does Not Meet Standard		 Has not made progress toward knowledge and understanding of concepts and skills Does not meet requirements for grade-level work Requires an extended amount of time, instruction, assistance and/or practice 		
ORAL LANGUAGE				
1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Listens actively Asks relevant questions based on information presented Asks questions to clarify information Uses multiple words when asking questions on information presented Uses multiple words when answering questions on information presented			
SOCIAL STUDIES PROCESS SKILLS				
1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators The student demonstrates mastery of: 1 indicator The student demonstrates mastery of: 2 indicators The student demonstrates mastery of: 2 indicators The student demonstrates mastery of: 3 indicators			
Anecdotal Data:	Demonstrates critical thinkingDemonstrates critical thinking in sequencing informationDemonstrates critical thinking in categorizing information			

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Restates oral directions a	at involve a sequence of acti ccurately irately to teacher or another		
BEGINNING READING AND	O WRITING			
1.2Ai Produce a series of rhyming words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Produces rhyming words independently Consistently identifies and produces rhyming words Independently produces a series (3+) rhyming words			
1.2Aiii- (NOT assessed in Dual Language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Identifies long vowels in oIdentifies short vowels in oDistinguishes between lor	one syllable words	nsonants in one syllable words	
1.2Aiii-SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Recognize how words are Recognize how words are	e change in spoken situation created when syllables are created when syllables are created when syllables are	e changed e added	

1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Decodes words in isolatioDecodes words in contextUnderstands how to apply		respondences	
1.2Bi - SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	Identifies 27 letter sounds correctlyIdentifies 15-26 letter sounds correctlyIdentifies 0-14 letters sounds correctlyMatches 27 letter sounds correctlyMatches 15-26 letter sounds correctlyMatches 0-14 letter sounds correctly			
1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	Identifies AND reads MORE THAN 100 high frequency words context Identifies 76-100 high frequency words Reads 76-100 high frequency words context Identifies 51-75 high frequency words Reads 51-75 high frequency words context Identifies 26-50 high frequency words Reads 26-50 high frequency words context Identifies 0-25 high frequency words Reads 0-25 high frequency words in context			

1.2Bvi - SLAR Decodes three to four syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Decodes a three-syllable w	Recognizes a word has multiple syllablesDecodes a three-syllable wordDecodes a four-syllable word			
1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell words with closed syllables Spell words with open syllables Spell words with VCe syllables Spell words with vowel teams Spell words with r-controlled syllables				
1.2Ci - SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Spell all 27 letters from audible pronunciations Spell 15-26 letters from audible pronunciations Spell 0-14 letters from audible pronunciations				

1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell words with initial consonant blendsSpell words with final consonant blendsSpell words with initial and final consonant blendsSpell words with digraphsSpell words with trigraphs				
1.2Cii - SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators	
	Spells common CV words Spells common CCV words Spells common CCV words Spells common CVC words Spells common VCV words Spells common CVCV words Spells common CVCV words Spells common CCVCV words Spells common CCVCV words				
1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell 100 high frequency wordsSpell 76-99 high-frequency wordsSpell 51-75 high-frequency wordsSpell 26-50 high-frequency wordsSpell 0-25 high-frequency words				

1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Identifies information gaine	ldentifies information gained from the front cover of a bookldentifies information gained from the back cover of a bookldentifies information gained from the title page of a book			
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Develop handwriting by p	rinting sentences legibly lea	g appropriate spaces between aving appropriate spaces betw ring appropriate spaces betwe	veen words	
VOCABULARY					
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Uses illustrations to learn and clarify word meaningsUses texts to learn and clarify word meaningsUses digital means to help find and identify wordsUses picture dictionaries to help find and identify words				

FLUENCY				
1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Uses appropriate rate when reading grade-level textsUses appropriate accuracy when reading grade-level textsUses appropriate prosody when reading grade-level texts			
SELF-SELECTED READING	G			
1.5A self-select text and interact independently with text for increasing periods of time	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Interacts independently wit	h a self-selected text h self-selected text for 10 m h self-selected text for 12 m h self-selected text for 15 m	inutes	
LITERARY TEXTS				
1.8C Describe the main character(s) and the reason(s) for their actions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:		acter in a text a main character in a text r the actions of a main chara	acter in a text	

1.9Dii recognize characteristics and structures of informational text including features and simple graphics to locate or gain information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Recognize how graphics Recognize how text featu	onal text is different from lite support understanding in in ires support understanding mation from reading informa	formational texts in informational texts	
COMPOSITION				
1.11A Plan writing by generating ideas through drawing, brainstorming, and class discussions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Use drawing to generate id Use brainstorming to help s Use class discussions to he	set a plan for writing		
1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	ldentify and use a specificDevelop a plan for organiziDevelop drafts for writingUse relevant details in writi	ng writing		

1.11C Revise drafts by adding details in pictures and words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Revises writing by adding of Revises writing by adding of Recognizes when to revise	details with pictures			
1.11Dii edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Identify present tense Identify past tense Edit drafts for present tense Edit drafts for past tense	Identify past tenseEdit drafts for present tense			
SOCIAL STUDIES GOVERI	NMENT				
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Explain why we have rules in our homes Explain why we have rules in school Explain why we have laws in our community				

1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	Identify a rule that establishes orderIdentify a law that establishes orderIdentify a rule that provides securityIdentify a law that provides securityIdentify a rule that manages conflictIdentify a law that manages conflict			
1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	ldentify the responsibilities	es of authority figures in these of authority figures in so es of authority figures in the	chool	

2nd Nine Weeks				
3 - Masters Standard	 Demonstrates and applies knowledge and understanding of learned concepts and skills Meets requirements for grade-level work Completes work accurately and independently 			
2 - Meets Standard	 Demonstrates partial knowledge and understanding of concepts and skills Beginning to meet requirements for grade-level work Requires extra time, instruction, assistance and/or practice 			
1 - Approaching Standard		 Seldom meets requirement 	wledge and understanding of concepts for grade-level work punt of time, instruction, assistance a	
0 - Does Not Meet Standard		 Does not meet requiremen 	ward knowledge and understanding o ts for grade-level work ount of time, instruction, assistance a	
ORAL LANGUAGE				
1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Listens actively Asks relevant questions based on information presented Asks questions to clarify information Uses multiple words when asking questions on information presented Uses multiple words when answering questions on information presented			
SOCIAL STUDIES PROCES	SOCIAL STUDIES PROCESS SKILLS			
1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:		thinking thinking in sequencing informal thinking in categorizing inform		

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	Follows oral directions Restates oral direction	Follows oral directionsFollows oral directions that involve a sequence of actionsRestates oral directions accuratelyGives oral directions accurately to teacher or another classmate				
SOCIAL STUDIES PROCES	S SKILLS					
1.17A Use a simple timeline to distinguish among past, present, and future	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Use a simple timeline to distinguish among past, present, and future orallyUse a simple timeline to distinguish among past, present, and future visuallyUse a simple timeline to distinguish among past, present, and future in written form					
1.17B Use a calendar to describe and measure time	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	Use a calendar to describe and measure time in daysUse a calendar to describe and measure time in weeksUse a calendar to describe and measure time in monthsUse a calendar to describe and measure time in years					
BEGINNING READING AND	WRITING					
1.2Ai Produce a series of rhyming words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:		ords independently s and produces rhyming words ces a series (3+) rhyming words				

1.2Aiii (NOT assessed in Dual language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:		in one syllable words s in one syllable words n long and short vowels from co	nsonants in one syllable words	
1.2Aiii - SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Recognize how words are change in spoken situations Recognize how words are created when syllables are changed Recognize how words are created when syllables are added Recognize how words are created when syllables are removed			
1.2Aiv (NOT assessed in Dual Language) Recognizing the change in spoken word when a specified phoneme is added, changed, or removed	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Recognize the change	in spoken word when a specifie in spoken word when a specifie in spoken word when a specifie	d phoneme is changed	

1.2Aiv - SLAR Segment spoken words into individual syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Segment spoken word	Segment spoken words into two syllablesSegment spoken words into three syllablesSegment spoken words into four syllables				
1.2Av (NOT assessed in Dual Language) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Blend spoken phonemes to form one-syllable wordsBlend spoken phonemes to form one-syllable words with initial consonant blendsBlend spoken phonemes to form one-syllable words with final consonant blends					
1.2Av - SLAR Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	Blend spoken comple Blend spoken comple	x syllables to form two-syllable wax syllables to form three-syllable was syllables to form four-syllable was syllables including silabas trab	e words words			
1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Decodes words in isoDecodes words in corUnderstands how to a		respondences			

1.2Bi - SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators	
Anecdotal Data:	Identifies 27 letter sounds correctlyIdentifies 15-26 letter sounds correctlyIdentifies 0-14 letters sounds correctlyMatches 27 letter sounds correctlyMatches 15-26 letter sounds correctlyMatches 0-14 letter sounds correctly				
1.2Biii (NOT assessed in Dual Language) Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators	
Anecdotal Data:	Decode words with closed syllablesDecode words with open syllablesDecode words with VCe syllablesDecode words with vowel teams-vowel digraphsDecode words with vowel teams-diphthongsDecode words with closed r-controlled syllables				
1.2Bv (NOT assessed in Dual Language) Decodes words with inflectional endings, including -ed, -s, and -es	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Decodes words with in	Decodes words with inflectional endings with -edDecodes words with inflectional endings with -sDecodes words with inflectional endings withes			

1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators	
Anecdotal Data:	Identifies AND reads MORE THAN 100 high frequency words contextIdentifies 76-100 high frequency wordsReads 76-100 high frequency words contextIdentifies 51-75 high frequency wordsReads 51-75 high frequency words contextIdentifies 26-50 high frequency wordsReads 26-50 high frequency words contextIdentifies 0-25 high frequency wordsReads 0-25 high frequency words in context				
1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell words with closed syllablesSpell words with open syllablesSpell words with VCe syllablesSpell words with vowel teamsSpell words with r-controlled syllables				
1.2Ci - SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Spell all 27 letters from audible pronunciationsSpell 15-26 letters from audible pronunciationsSpell 0-14 letters from audible pronunciations				

1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Spell words with initial consonant blendsSpell words with final consonant blendsSpell words with initial and final consonant blendsSpell words with digraphsSpell words with trigraphs			
1.2Cii - SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	Spells common CV we Spells common CCV we Spells common CVC we will be spelled to the spells common CVC we will be spelled to the spell will be spelled to the spelled to th	ords words words words / words CV words		

1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Spell 100 high frequency wordsSpell 75-99 high-frequency wordsSpell 51-75 high-frequency wordsSpell 26-50 high-frequency wordsSpell 0-25 high-frequency words			
1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Identifies information g	ained from the front cover of a b ained from the back cover of a b ained from the title page of a bo	oook	
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Develop handwriting b	by printing words legibly leaving by printing sentences legibly leav by printing answers legibly leav	aving appropriate spaces betw	een words

VOCABULARY	VOCABULARY				
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Uses illustrations to learn and clarify word meaningsUses texts to learn and clarify word meaningsUses digital means to help find and identify wordsUses picture dictionaries to help find and identify words				
1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators	
Anecdotal Data:	Identify & use words that name actionsIdentify & use words that name directionsIdentify & use words that name positionsIdentify & use words that name sequencesIdentify & use words that name categoriesIdentify & use words that name locations				
FLUENCY					
1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Uses appropriate rate when reading grade-level textsUses appropriate accuracy when reading grade-level textsUses appropriate prosody when reading grade-level texts				

SELF-SELECTED READING	3			
1.5A self-select text and interact independently with text for increasing periods of time	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Self-selects a textInteracts independently with a self-selected textInteracts independently with self-selected text for 10 minutesInteracts independently with self-selected text for 12 minutesInteracts independently with self-selected text for 15 minutes			
LITERARY TEXTS				
1.8C describe the main character(s) and the reason(s) for their actions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Describes the main character in a text Describes the actions of a main character in a text Describes the reasons for the actions of a main character in a text			
1.9Dii recognize characteristics and structures of informational text including features and simple graphics to locate or gain information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Recognize how informational text is different from literary texts Recognize how graphics support understanding in informational texts Recognize how text features support understanding in informational texts Explain how to gain information from reading informational texts			

COMPOSITION				
1.11A Plan writing by generating ideas through drawing, brainstorming, and class discussions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:		te ideas for writing elp set a plan for writing to help set a plan for writing		
1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	ldentify and use a spec Develop a plan for orga Develop drafts for writin Use relevant details in	anizing writing		
1.11C Revise drafts by adding details in pictures&words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Revises writing by addi Revises writing by addi Recognizes when to re	ing details with pictures		

1.11Dii (NOT assessed in Dual Language) edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:						
1.11Dii-SLAR edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	ldentify present tense-sldentify past tense-estaEdit drafts for present tEdit drafts for past tens	r ense with ser				
1.11Diii (NOT assessed in Dual Language) Edit drafts using standard English conventions, including singular, plural, common, and proper nouns	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	Edit drafts using standard English conventions including singular nounsEdit drafts using standard English conventions, including plural nounsEdit drafts using standard English conventions including common nounsEdit drafts using standard English conventions, including proper nouns					

1.11Diii - SLAR edit drafts using standard Spanish conventions including singular, plural, common, and proper nouns, including gender-specific articles	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	Identify singular nounsIdentify plural nounsIdentify common nouns and properIdentify correct gender-specific articlesIdentify correct gender-specific articlesEdit drafts for singular nounsEdit drafts for common and proper nounsEdit drafts for present tense with serEdit drafts for past tense with estarEdit drafts for correct gender-specific articles			
SOCIAL STUDIES GOVERN	IMENT			
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Explain why we have Explain why we have Explain why we have			
1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	Identify a rule that establishes orderIdentify a law that establishes orderIdentify a rule that provides securityIdentify a law that provides securityIdentify a rule that manages conflictIdentify a law that manages conflict			

1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Identify the responsit	polities of authority figures in the polities of authority figures in scoolilities of authority figures in the	hool	

3rd Nine Weeks				
3 - Masters Standard		 Demonstrates and applies Meets requirements for gr Completes work accurate 		earned concepts and skills
2 - Meets Standard		 Beginning to meet require 	wledge and understanding of concept ments for grade-level work auction, assistance and/or practice	ots and skills
1 - Approaching Standard		 Seldom meets requirement 	owledge and understanding of concents for grade-level work count of time, instruction, assistance	
0 - Does Not Meet Standard		 Has not made progress toward knowledge and understanding of concepts and skills Does not meet requirements for grade-level work Requires an extended amount of time, instruction, assistance and/or practice 		
ORAL LANGUAGE	ORAL LANGUAGE			
1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Listens actively Asks relevant questions based on information presented Asks questions to clarify information Uses multiple words when asking questions on information presented Uses multiple words when answering questions on information presented			
SOCIAL STUDIES PROCES	SS SKILLS			
1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Demonstrates critical thinkingDemonstrates critical thinking in sequencing informationDemonstrates critical thinking in categorizing information			

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Follows oral directions Restates oral direction	Follows oral directions Follows oral directions that involve a sequence of actions Restates oral directions accurately Gives oral directions accurately to teacher or another classmate			
SOCIAL STUDIES PROCES	SS SKILLS				
1.17A Use a simple timeline to distinguish among past, present, and future	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Use a simple timeline	to distinguish among past, pres to distinguish among past, pres to distinguish among past, pres	ent, and future visually		
1.17B Use a calendar to describe and measure time	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Use a calendar to describe and measure time in daysUse a calendar to describe and measure time in weeksUse a calendar to describe and measure time in monthsUse a calendar to describe and measure time in years				
BEGINNING READING AND	WRITING				
1.2Ai Produce a series of rhyming words	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:		rds independently and produces rhyming words es a series (3+) rhyming words			

1.2Aiii (NOT assessed in Dual Language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	ldentifies long vowels ldentifies short vowels Distinguishes between	in one syllable words	nsonants in one syllable words	
1.2Aiii - SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Recognize how words are change in spoken situationsRecognize how words are created when syllables are changedRecognize how words are created when syllables are addedRecognize how words are created when syllables are removed			
1.2Aiv (NOT assessed in Dual Language) Recognizing the change in spoken word when a specified phoneme is added, changed, or removed	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Recognize the change i	n spoken word when a specifie n spoken word when a specifie n spoken word when a specifie	d phoneme is changed	

1.2Aiv - SLAR Segment spoken words into individual syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Segment spoken word Segment spoken word Segment spoken word	s into three syllables		
1.2Av (NOT assessed in Dual Language) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Blend spoken phonemes to form one-syllable wordsBlend spoken phonemes to form one-syllable words with initial consonant blends Blend spoken phonemes to form one-syllable words with final consonant blends			
1.2Av - SLAR Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Blend spoken complex syllables to form two-syllable words Blend spoken complex syllables to form three-syllable words Blend spoken complex syllables to form four-syllable words Blend spoken complex syllables including silabas trabadas			

1.2Avii (NOT assessed in Dual Language) Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Segment spoken one-syllable words of three to five phonemes into individual phonemesSegment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial consonant blendsSegment spoken one-syllable words of three to five phonemes into individual phonemes, including words with final consonant blends			
1.2Avii - SLAR Manipulates syllables within words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Manipulates a one-sylla Manipulates a two-sylla Manipulates a three-syl Manipulates a four-sylla	able word lable word		
1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Decodes words in isolaDecodes words in conUnderstands how to a		respondences	

1.2Bi - SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators		
Anecdotal Data:	ldentifies 27 letter sounds correctlyldentifies 15-26 letter sounds correctlyldentifies 0-14 letters sounds correctlyMatches 27 letter sounds correctlyMatches 15-26 letter sounds correctly Matches 0-14 letter sounds correctly					
1.2Bii (NOT assessed in Dual Language) Decode words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Decode words with di	Decode words with initial and final consonant blendsDecode words with digraphsDecode words with trigraphs				
1.2Bii - SLAR Decodes words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators		
Anecdotal Data:	Decode words with silabas trabadasDecode words with /as/bla/Decode words with /bra/Decode words with /gla/Decode words with /gla/Decode words with multiple sound spelling patterns-c,k, and qDecode words with multiple sound spelling patterns-s, zDecode words with multiple sound spelling patterns-soft c and x					

1.2Biii (NOT assessed in Dual Language) Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators	
Anecdotal Data:	Decode words with closed syllablesDecode words with open syllablesDecode words with VCe syllablesDecode words with vowel teams-vowel digraphsDecode words with vowel teams-diphthongsDecode words with closed r-controlled syllables				
1.2Biii - SLAR Decode words silent letters and advanced syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Decode words with a silent hDecode words with que- and quiDecode words with gue- and guiDecode words with güe- and güi-				
1.2Bv (NOT assessed in Dual Language) Decodes words with inflectional endings, including -ed, -s, and -es	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Decodes words with inflectional endings with -edDecodes words with inflectional endings with -sDecodes words with inflectional endings withes				

1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	Identifies AND reads MORE THAN 100 high frequency words context Identifies 76-100 high frequency words Reads 76-100 high frequency words context Identifies 51-75 high frequency words Reads 51-75 high frequency words context Identifies 26-50 high frequency words Reads 26-50 high frequency words context Identifies 0-25 high frequency words Reads 0-25 high frequency words in context Reads 0-25 high frequency words in context			
1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Spell words with closed syllablesSpell words with open syllablesSpell words with VCe syllablesSpell words with vowel teamsSpell words with r-controlled syllables			
1.2Ci - SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Spell all 27 letters from audible pronunciationsSpell 15-26 letters from audible pronunciationsSpell 0-14 letters from audible pronunciations			

1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell words with initial consonant blends Spell words with final consonant blends Spell words with initial and final consonant blends Spell words with digraphs Spell words with trigraphs				
1.2Cii-SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators	
	Spells common CV wordsSpells common CCV wordsSpells common CVC wordsSpells common VCV wordsSpells common CVCV wordsSpells common CVCV wordsSpells common CVCV wordsSpells common CVCV words Spells common CVCCV words				
1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell 100 high frequence Spell 75-99 high-freque Spell 51-75 high-freque Spell 26-50 high-freque Spell 0-25 high-frequen	ncy words ncy words ncy words			

1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	ldentifies information gained from the front cover of a bookldentifies information gained from the back cover of a bookldentifies information gained from the title page of a book				
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Develop handwriting by printing words legibly leaving appropriate spaces between wordsDevelop handwriting by printing sentences legibly leaving appropriate spaces between wordsDevelop handwriting by printing answers legibly leaving appropriate spaces between words				
VOCABULARY					
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Uses illustrations to learn and clarify word meaningsUses texts to learn and clarify word meaningsUses digital means to help find and identify wordsUses picture dictionaries to help find and identify words				

1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	Identify & use words that name actionsIdentify & use words that name directionsIdentify & use words that name positionsIdentify & use words that name sequencesIdentify & use words that name categoriesIdentify & use words that name locations			
SOCIAL STUDIES GEOGRA	АРНҮ			
1.3A Describe the location of self and objects relative to other locations in the classroom and school using spatial terms	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Describe where you are in relation to the school using spatial terms (over, under, near, fart, left, right, inside, outside) Describe where you are in relation to the gym using spatial terms (over, under, near, fart, left, right, inside, outside) Describe where the school is in relation to your house using spatial terms (over, under, near, fart, left, right, inside, outside) Describe where the flag is in relation to you using spatial terms (over, under, near, fart, left, right, inside, outside)			
1.3B Locate places using the four cardinal directions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Locate a place using north on a map Locate a place using south on a map Locate a place using east on a map Locate a place using west on a map Locate a place using west on a map			

FLUENCY					
1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Uses appropriate rate when reading grade-level textsUses appropriate accuracy when reading grade-level textsUses appropriate prosody when reading grade-level texts				
SELF-SELECTED READING	G				
1.5A self-select text and interact independently with text for increasing periods of time	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Self-selects a textInteracts independently with a self-selected textInteracts independently with self-selected text for 10 minutesInteracts independently with self-selected text for 12 minutesInteracts independently with self-selected text for 15 minutes				
LITERARY TEXTS					
1.8C describe the main character(s) and the reason(s) for their actions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Describes the main character in a text Describes the actions of a main character in a text Describes the reasons for the actions of a main character in a text				

1.9Dii recognize characteristics and structures of informational text including features and simple graphics to locate or gain information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	recognize how informational text is different from literary texts recognize how graphics support understanding in informational texts recognize how text features support understanding in informational texts explain how to gain information from reading informational texts				
COMPOSITION					
1.11A Plan writing by generating ideas through drawing, brainstorming, and class discussions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Use brainstorming to he	Use drawing to generate ideas for writingUse brainstorming to help set a plan for writingUse class discussions to help set a plan for writing			
1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	ldentify and use a speciDevelop a plan for orgaDevelop drafts for writinUse relevant details in v	nizing writing			

1.11C Revise drafts by adding details in pictures or words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Revises writing by addir	Revises writing by adding details with wordsRevises writing by adding details with picturesRecognizes when to revise writing				
1.11Dii (NOT assessed in English) Edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	ldentify present tenseldentify past tenseEdit drafts for present tenseEdit drafts for past tense					
SLAR- 1.11Dii edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	Identify present tense-s Identify past tense-esta Edit drafts for present te	r ense with ser				

1.11Diii (NOT assessed in Dual Language) Edit drafts using standard English conventions, including singular, plural, common, and proper nouns	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Edit drafts using standa Edit drafts using standa	rd English conventions includin rd English conventions, includir rd English conventions includin rd English conventions, includir	ng plural nouns g common nouns	
1.11Diii-SLAR edit drafts using standard Spanish conventions including singular, plural, common, and proper nouns, including gender-specific articles	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	ldentify singular nounsldentify plural nounsldentify common nouns and properldentify correct gender-specific articlesEdit drafts for singular nounsEdit drafts for common and proper nounsEdit drafts for present tense with serEdit drafts for past tense with estarEdit drafts for correct gender-specific articles			
1.11Di (NOT assessed in Dual Language) edit drafts using standard English conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Edit drafts using standa		g complete sentences g identifying the subject and ve ng complete sentences with sub	

1.11Di-SLAR edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Edit drafts using standa	rd Spanish conventions includir rd Spanish conventions includir rd Spanish conventions, includi	ng identifying the subject and ve	
SOCIAL STUDIES GOVERI	NMENT			
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Explain why we have r Explain why we have r Explain why we have l	rules in school		
1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	ldentify a rule that estaldentify a law that estaldentify a rule that provldentify a law that provldentify a rule that manldentify a law that man	blishes order vides security rides security nages conflict		

1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Identify the responsibilities of authority figures in the homeIdentify the responsibilities of authority figures in schoolIdentify the responsibilities of authority figures in the community			

4th Nine Weeks				
3 - Masters Standard		 Demonstrates and applies Meets requirements for g Completes work accurate 		earned concepts and skills
2 - Meets Standard		 Beginning to meet require 	wledge and understanding of conce ements for grade-level work uction, assistance and/or practice	pts and skills
1 - Approaching Standard		 Seldom meets requireme 	owledge and understanding of cond nts for grade-level work nount of time, instruction, assistance	·
0 - Does Not Meet Standard	Not Meet Standard • Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice			-
ORAL LANGUAGE	ORAL LANGUAGE			
1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Listens actively Asks relevant questions based on information presented Asks questions to clarify information Uses multiple words when asking questions on information presented Uses multiple words when answering questions on information presented			
SOCIAL STUDIES PROCES	S SKILLS			
1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:		thinking thinking in sequencing inform thinking in categorizing inform		

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Follows oral directionsFollows oral directions that involve a sequence of actionsRestates oral directions accuratelyGives oral directions accurately to teacher or another classmate				
SOCIAL STUDIES PROCES	S SKILLS				
1.17A Use a simple timeline to distinguish among past, present, and future	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Use a simple timeline to distinguish among past, present, and future orallyUse a simple timeline to distinguish among past, present, and future visuallyUse a simple timeline to distinguish among past, present, and future in written form				
1.17B Use a calendar to describe and measure time	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Use a calendar to describe and measure time in daysUse a calendar to describe and measure time in weeksUse a calendar to describe and measure time in monthsUse a calendar to describe and measure time in years				
BEGINNING READING AND	WRITING				
1.2Ai- Produce a series of rhyming words	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Consistently identifies	Produces rhyming words independently Consistently identifies and produces rhyming words Independently produces a series (3+) rhyming words			

1.2Aiii (NOT assessed in Dual language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	ldentifies long vowels in one syllable wordsldentifies short vowels in one syllable wordslostinguishes between long and short vowels from consonants in one syllable words				
1.2Aiii-SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Recognize how words are change in spoken situationsRecognize how words are created when syllables are changedRecognize how words are created when syllables are addedRecognize how words are created when syllables are removed				
1.2Av (NOT assessed in Dual Language) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Blend spoken phonemes to form one-syllable wordsBlend spoken phonemes to form one-syllable words with initial consonant blendsBlend spoken phonemes to form one-syllable words with final consonant blends				

1.2Av-SLAR Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Blend spoken complex syllables to form two-syllable wordsBlend spoken complex syllables to form three-syllable wordsBlend spoken complex syllables to form four-syllable wordsBlend spoken complex syllables including silabas trabadas				
1.2Avii (NOT assessed in Dual Language) Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Segment spoken one-syllable words of three to five phonemes into individual phonemesSegment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial consonant blendsSegment spoken one-syllable words of three to five phonemes into individual phonemes, including words with final consonant blends				
1.2Avii-SLAR Manipulates syllables within words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Manipulating one syllable wordsManipulating two to three syllable wordsManipulating three to four syllable wordsManipulating syllables with silabas trabadas				

1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Decodes words in cont	Decodes words in isolationDecodes words in contextUnderstands how to apply common letter sound correspondences			
1.2Bi- SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators	
Anecdotal Data:	ldentifies 27 letter sounds correctlyldentifies 15-26 letter sounds correctlyldentifies 0-14 letters sounds correctlyMatches 27 letter sounds correctlyMatches 15-26 letter sounds correctlyMatches 0-14 letter sounds correctly				
1.2Bii (NOT assessed in Dual Language) Decode words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Decode words with iniDecode words with diDecode words with tri		ls		

1.2Bii- SLAR Decodes words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	Decode words with silabas trabadasDecode words with /as/bla/Decode words with /bra/Decode words with /gla/Decode words with /gla/Decode words with multiple sound spelling patterns-c,k, and qDecode words with multiple sound spelling patterns-s, zDecode words with multiple sound spelling patterns-soft c and x			
1.2Biii (NOT assessed in Dual Language) Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	Decode words with vo	oen syllables		

1.2Biii-SLAR Decode words silent letters and advanced syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Decode words with a silent hDecode words with que- and quiDecode words with gue- and guiDecode words with güe- and güi-			
1.2Bv (NOT assessed in Dual Language) Decodes words with inflectional endings, including -ed, -s, and -es	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Decodes words with inflectional endings with -edDecodes words with inflectional endings with -sDecodes words with inflectional endings withes			
1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	Identifies AND reads MORE THAN 100 high frequency words context Identifies 76-100 high frequency words Reads 76-100 high frequency words context Identifies 51-75 high frequency words Reads 51-75 high frequency words context Identifies 26-50 high frequency words Reads 26-50 high frequency words context Identifies 0-25 high frequency words Reads 0-25 high frequency words Reads 0-25 high frequency words in context Reads 0-25 high frequency words Reads 0-25			

1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Spell words with closed syllablesSpell words with open syllablesSpell words with VCe syllablesSpell words with vowel teamsSpell words with r-controlled syllables			
1.2Ci-SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Spell all 27 letters from audible pronunciationsSpell 15-26 letters from audible pronunciationsSpell 0-14 letters from audible pronunciations			
1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Spell words with initial consonant blendsSpell words with final consonant blendsSpell words with initial and final consonant blendsSpell words with digraphsSpell words with trigraphs			

1.2Cii-SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators	
	Spells common CV wordsSpells common CCV wordsSpells common CVC wordsSpells common VCV wordsSpells common CVCV wordsSpells common CVCV wordsSpells common CVCV wordsSpells common CCVCV wordsSpells common CVCCV words				
1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators	
Anecdotal Data:	Spell 100 high frequency wordsSpell 75-99 high-frequency wordsSpell 51-75 high-frequency wordsSpell 26-50 high-frequency wordsSpell 0-25 high-frequency words				
1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Identifies information gai	ined from the front cover of a bined from the back cover of a bined from the title page of a bo	ook		

1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Alphabetize a series of v	Use a dictionary to find wordsAlphabetize a series of words using the first letterAlphabetize a series of words using the first and second letter			
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Develop handwriting by printing words legibly leaving appropriate spaces between wordsDevelop handwriting by printing sentences legibly leaving appropriate spaces between wordsDevelop handwriting by printing answers legibly leaving appropriate spaces between words				
VOCABULARY					
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Uses illustrations to learn and clarify word meaningsUses texts to learn and clarify word meaningsUses digital means to help find and identify wordsUses picture dictionaries to help find and identify words				

1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	Identify & use words that name actionsIdentify & use words that name directionsIdentify & use words that name positionsIdentify & use words that name sequencesIdentify & use words that name categoriesIdentify & use words that name locations			
SOCIAL STUDIES GEOGRA	APHY			
1.3A Describe the location of self and objects relative to other locations in the classroom and school using spatial terms	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Describe where you are in relation to the school using spatial terms (over, under, near, fart, left, right, inside, outside)Describe where you are in relation to the gym using spatial terms (over, under, near, fart, left, right, inside, outside)Describe where the school is in relation to your house using spatial terms (over, under, near, fart, left, right, inside, outside)Describe where the flag is in relation to you using spatial terms (over, under, near, fart, left, right, inside, outside)			
1.3B Locate places using the four cardinal directions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Locate a place using north on a map Locate a place using south on a map Locate a place using east on a map Locate a place using west on a map			

1.5B Identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	Identify how geographic location influences what kind of shelter a person builds Describe how geographic location influences what kind of shelter a person builds Identify how geographic location influences what kind of clothing a person wears Describe how geographic location influences what kind of clothing a person wears Identify how geographic location influences what kind of food a person eats Describe how geographic location influences what kind of food a person eats Identify how geographic location influences what kinds of activities a person does Describe how geographic location influences what kinds of activities a person does			
FLUENCY				
1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Uses appropriate rate when reading grade-level textsUses appropriate accuracy when reading grade-level textsUses appropriate prosody when reading grade-level texts			
SELF-SELECTED READING	;			
1.5A self-select text and interact independently with text for increasing periods of time	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	Self-selects a textInteracts independently with a self-selected textInteracts independently with self-selected text for 10 minutesInteracts independently with self-selected text for 12 minutesInteracts independently with self-selected text for 15 minutes			

LITERARY TEXTS	LITERARY TEXTS				
1.8C describe the main character(s) and the reason(s) for their actions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:		paracter in a text of a main character in a text of for the actions of a main chara	acter in a text		
1.9Dii recognize characteristics and structures of informational text including features and simple graphics to locate or gain information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	recognize how informational text is different from literary texts recognize how graphics support understanding in informational texts recognize how text features support understanding in informational texts explain how to gain information from reading informational texts				
COMPOSITION					
1.11A Plan writing by generating ideas through drawing, brainstorming, and class discussions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Use drawing to generateUse brainstorming to heUse class discussions to				

1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators		
Anecdotal Data:	Develop a plan for orgar Develop drafts for writing	Identify and use a specific idea for writingDevelop a plan for organizing writingDevelop drafts for writingUse relevant details in writing to support organization				
1.11C Revise drafts by adding details in pictures or words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Revises writing by adding details with wordsRevises writing by adding details with picturesRecognizes when to revise writing					
1.11Di (NOT assessed in Dual Language) edit drafts using standard English conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Edit drafts using standard English conventions including complete sentences Edit drafts using standard English conventions including identifying the subject and verb Edit drafts using standard English conventions, including complete sentences with subject-verb agreement					
1.11Di-SLAR edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators		
Anecdotal Data:	Edit drafts using standar	rd Spanish conventions includir rd Spanish conventions includir rd Spanish conventions, includi	ng identifying the subject and v			

1.11Dii edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	ldentify present tenseldentify past tenseEdit drafts for present teEdit drafts for past tense				
1.11Dii- SLAR edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Identify present tense-serIdentify past tense-estarEdit drafts for present tense with serEdit drafts for past tense with estar				
1.11Diii (NOT assessed in Dual Language) Edit drafts using standard English conventions, including singular, plural, common, and proper nouns	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators	
Anecdotal Data:	Edit drafts using standard English conventions including singular nounsEdit drafts using standard English conventions, including plural nounsEdit drafts using standard English conventions including common nounsEdit drafts using standard English conventions, including proper nouns				

1.11Diii-SLAR edit drafts using standard Spanish conventions including singular, plural, common, and proper nouns, including gender-specific articles	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	ldentify singular nounsldentify plural nounsldentify common nouns and properldentify correct gender-specific articlesldentify correct gender-specific articlesldentify correct gender-specific articlesldentify common nouns and properldentify correct gender-specific articlesldentify singular nounsldentify correct gender-specific articlesldentify singular nounsldentify plural nounsldentify common nouns and properldentify correct gender-specific articlesldentify singular nounsldentify singular nounsldentify common nouns and properldentify correct gender-specific articlesldentify singular nounsldentify singular nounsldentify sommon nouns and properldentify correct gender-specific articlesldentify singular nounsldentify singular nounsldentify sommon nouns and properldentify sommon nouns and proper noun			
1.11Div edit drafts using standard English conventions, including articles and other adjectives	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	Edit drafts using standard English conventions including adjectives that modify singular nouns Edit drafts using standard English conventions, including adjectives that modify plural nouns Edit drafts using standard English conventions including a, an, and the			
SOCIAL STUDIES GOVERN	MENT			
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Explain why we have rules in our homesExplain why we have rules in schoolExplain why we have laws in our community			

1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators	
Anecdotal Data:	Identify a rule that establishes orderIdentify a law that establishes orderIdentify a rule that provides securityIdentify a law that provides securityIdentify a rule that manages conflictIdentify a law that manages conflict				
1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Identify the responsible	Identify the responsibilities of authority figures in the homeIdentify the responsibilities of authority figures in schoolIdentify the responsibilities of authority figures in the community			
SOCIAL STUDIES CITIZENS	SHIP				
1.12B Identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	
Anecdotal Data:	Define good citizenshipExplain how Benjamin Franklin was a good citizenExplain how Eleanor Roosevelt was a good citizen				

1.13A Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	Explain the significance Explain the significance Explain the significance	e of the Statue of Liberty		